



Primary Academy SEND and Inclusion Policy

The Positive Impact Group

Effective Date

June 2026

Review Date

June 2027



Principles

At our Primary Academy, we welcome you into our Positive Impact Group Family. The staff, pupils and parents work collegiately to ensure our setting is a safe and friendly environment where children can achieve their full potential and develop as confident individual learners. This means that equality of opportunity is fundamental to our children, and we make this possible by the attention we pay to different groups of children within our school community. Our positive learning environment creates a comfortable, inclusive and empowering atmosphere which helps to open doors for increased engagement. Our values-based curriculum highlights and promotes a sense of belonging for all.

We endeavour to create positive links with our parents by operating an 'open door policy'. Pupils and parents are at the heart of decision-making, helping to personalise education pathways around the specific needs of the child. If your child has special educational needs and/or a disability and you would like to know more about what we offer at Positive Impact Group, please contact Amelia Goodhew (SENDCo) on 07857668332 or email amelia.goodhew@positive-impactuk.com

Aims

- Set out the Positive Impact Primary Academy's commitment to support and make provision for pupils with special educational needs and disabilities (SEND)
- Outline the roles and responsibilities for members of staff involved in providing for pupils with SEND

Definitions

A child or young person has 'special educational needs' if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20, Children and Families Act 2014). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21, Children and Families Act 2014).

We refer to the term 'Special Educational Needs' if a child has one or more of the following:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- Has a disability which either prevents or hinders him/her from making use of general educational facilities within the Local Authority.
- Has learning difficulties, medical conditions or a higher/greater ability than their peers.

The Equality Act 2010 defines 'disability' as a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities. Thus, the legal definition of disability is not the same as the definition of special educational needs. It is therefore possible to be disabled under the Equality Act 2010 and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act 2010 and have SEN. The Positive Impact Primary Academy accepts that a medical diagnosis may mean that a child is disabled, but does not necessarily have SEN. Schools will always consider the pupil's educational needs, as well as a medical diagnosis or disability.

Pupils with SEND could have difficulties with one or more of the following four areas of need:

- Cognition and learning, for example, moderate/severe/profound and multiple learning difficulties, dyslexia, dyspraxia, dyscalculia.
- Communication and interaction, for example, autistic spectrum conditions, speech, and language difficulties.
- Social, emotional, and mental health difficulties (SEMH) - for example, attention deficit hyperactivity disorder (ADHD), depression, and anxiety.
- Sensory and/or physical needs - for example, visual impairment, hearing impairment, or physical disability.

Our Commitments

All children are entitled to an education that enables them to advance as independent and confident learners. We are committed to being an inclusive setting with equal opportunities being a reality for all our children. We will work in partnership with pupils and families to identify children with additional needs. The SENDco will consult with outside agencies and referring schools to guarantee that a consistent approach is provided. Our whole school attitude and fluid dialogue in training and developing our staff

ensures that the needs of all children are met. Adaptations to both the environment and our curriculum are constantly developing to provide tailored and inclusive resources. We aim to maximise their chances to achieve academically, morally, socially and culturally.

At The Positive Impact Group, we promote the education of all pupils by supporting respectful, inclusive learning environments which enable advancement of the 'whole' learner. We recognise that, as an education setting, we are to comply with and deliver the requirements of the Education Act 1996, the Equality Act 2010, the SEN regulations, the SEN Code of Practice 2014 and other statutory guidance.

This policy and procedure are based upon the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Identifying and Assessing SEND

At The Positive Impact Primary Academy, we will assess each pupil's current skills and levels of attainment on entry, building on previous settings and key stages, where appropriate. Education Mentors will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap (this may include progress in areas other than attainment, for example, social needs).

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, the setting will begin by determining desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. The setting will use this to determine the support that is needed and whether they can provide it through Quality First Teaching, or whether something different or additional is needed.

The SENDCo will work with Education Mentors to carry out a clear analysis of the pupil's needs and performance. This will draw on:

- Assessment data
- Their previous progress, attainment, and behaviour
- Other professionals' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The SENDCo will have regular meetings with all Education Mentors regarding the progress of pupils with SEND.

Provision

Our highly tailored provision enables pupils with SEND the opportunity to develop key life skills and gain self-confidence with their learning, whilst enabling them to maximise their full potential to work independently. We are committed to narrowing the gap between pupils with SEND and their peers. Our bespoke curriculum offers a broad array of opportunities formulated to help implement and support these children, both on a one-to-one basis and in small groups. This is arranged and managed by our SENDCo, who ensures the highly tailored provision is delivered through:

- Small class sizes
- Flexible and personalised timetabling for all pupils
- Bespoke and personalised nurture curriculum
- One-to-one support both in and outside of the classroom, where applicable
- Tailored small group interventions
- THRIVE Action Plans delivered for all pupils
- Individual Support Plans
- Referrals to external counselling services
- Early Support Plans

At Positive Impact Primary Academy, we also have substantial links with external agencies, such as:

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- Specialist Teaching Service (STS)
 - Education Entitlement Team, Warwickshire Education Services
 - Child and Adolescent Mental Health Service (CAMHS/RISE)
 - Primary Mental Health Team
 - Compass
 - SENDAR

Our bespoke curricula are enriched to provide pupils with quality real-life experiences, and we are committed to ensuring all children are fully included. All lessons are differentiated, and staff employ a variety of teaching and learning styles. Staff work closely with the members of the Senior Leadership Team to track progress, set realistic targets and evaluate the impact of our class-based interventions. At Positive Impact Primary Academy, we are dedicated to ensuring that pupils with SEND are identified, assessed and provided for within a broad and balanced curriculum.

Our 'whole school approach' to identifying children with SEND is pivotal, where our rigorous procedures to track children's progress are continuously used. If a child is highlighted as making limited progress, strategies are used at the discretion of our SENDCo and mentors whilst continuing to liaise with parents:

- Individual Support Plans (ISP)
- Pupil Profiles

These plans and profiles are reviewed and shared with parents and the SENDCo every term and adjusted based on the child's progress.

Our setting provides a graduated approach to the Assess, Plan, Do, Review process. We recognise there is a continuum of SEND and, where necessary, increase the use of specialist expertise to highlight any difficulties the child may be experiencing.

The SENDCo will evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards desired outcomes
- Reviewing the impact of interventions
- Consulting with pupils who have SEND
- Using the graduated approach to monitor the effectiveness of the provision
- Holding annual reviews for pupils with EHC plans

Roles and Responsibilities

The Positive Impact Group will appoint a SEND Coordinator to organise and lead SEND provision across the Academy and Foundation. A newly appointed SENDCo must have a recognised and relevant qualification, with extensive experience in the field.

There are key adults who have the responsibility for overseeing and managing SEND within our setting:

Name	Role	Contact Details
James Armson	Director	james.armson@positive-impactuk.com
Amelia Goodhew	Head, SENDCo and DSL (Senior Leadership Team)	amelia.goodhew@positive-impactuk.com 07857668332
Daisy Jones	Education Mentor and Licensed THRIVE Practitioner	daisy.jones@positive-impactuk.com

The SENDCo will:

- Determine the strategic development of the SEND policy and provision in our setting.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Consult pupils with SEND to involve them in their education, consider their wishes and feelings in relation to their provision.
- Provide professional guidance and training to colleagues and members of staff, parents/carers, and other agencies to ensure pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the schools' delegated budget and other resources to meet the pupils' needs effectively.

- Be the point of contact for external agencies, especially the local authority and its support services.
- Consult with parents of pupils with SEND and involve them in their education.
- Liaise with potential next providers of education to ensure the pupils and their parents/carers are informed about options, and a smooth transition is planned.
- Ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that the Academy keeps records of all pupils with SEND up to date

Education Mentors are responsible for:

- The progress and development of every pupil in their class. Quality First Teaching (QFT) is the first step in responding to pupils with SEND, which will be tailored for individual pupils where necessary.
- Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy

The Positive Impact Primary Academy aims to involve parents/carers and pupils in decisions about what SEND provision should be made. We recognise that parents/carers hold key information, knowledge, and experience to contribute to the shared view of the best way to support learning.

The aim is to have a productive partnership between home and school by:

- Ensuring parents/carers are kept informed of the provision in place for pupils.
- Providing opportunities to share concerns that parents/carers may have and to discuss the progress of pupils.
- Discussing ideas and materials for parents/carers to support learning at home.
- Everyone understands the agreed outcomes sought for the pupil and what the next steps are.

Complaints About SEND Provision

Complaints about SEND provision within our setting should be made to the Head/SENDCo in the first instance. They will then be referred to the complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an individual academy has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

This policy is reviewed annually.

Overall responsibility lies with the Director, who liaises with the Senior Leadership Team to ensure a robust and sustainable model of Leadership.

Signed by Director



James Armson

